

MEADOWFIELD ELEMENTARY

525 Galway Lane
Columbia, S. C. 29209

GRADES K-5 Elementary School

ENROLLMENT 628 Students

PRINCIPAL Paula Stephens 803-783-5549

SUPERINTENDENT Dr. Ronald L. Epps 803-231-7500

BOARD CHAIR Vince Ford 803-231-7556

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
8	58	28	0	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Below Average	N/A
2002	Good	Below Average	N/A
2003	Average	Unsatisfactory	No
2004	Average	Below Average	No

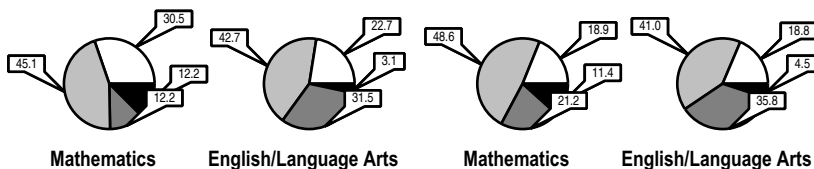
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

62.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	331	99.1	22.4	42.9	31.6	3.1	45.9	Yes	Yes
Gender									
Male	165	98.2	31.9	41.7	22.9	3.5	38.2		
Female	166	100.0	13.3	44.0	40.0	2.7	53.3		
Racial/Ethnic Group									
White	78	98.7	8.3	29.2	56.9	5.6	73.6	Yes	Yes
African-American	240	99.2	28.1	48.1	21.9	1.9	35.2	Yes	Yes
Asian/Pacific Islanders	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	264	99.6	17.5	42.3	36.3	3.8	53.0		
Disabled	67	97.0	41.7	45.0	13.3	0.0	18.3	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	331	99.1	22.4	42.9	31.6	3.1	45.9		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	331	99.1	22.4	42.9	31.6	3.1	45.9		
Socio-Economic Status									
Subsidized meals	190	99.0	27.9	52.1	19.4	0.6	32.7	Yes	Yes
Full-pay meals	141	99.3	15.5	31.0	47.3	6.2	62.8		

Mathematics - State Performance Objective = 15.5%									
All Students	331	100.0	30.5	45.1	12.2	12.2	32.9	Yes	Yes
Gender									
Male	165	100.0	32.4	44.1	13.1	10.3	31.0		
Female	166	100.0	28.7	46.0	11.3	14.0	34.7		
Racial/Ethnic Group									
White	78	100.0	6.9	36.1	22.2	34.7	72.2	Yes	Yes
African-American	240	100.0	40.3	46.4	8.5	4.7	19.0	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	264	100.0	22.2	47.9	15.0	15.0	39.7		
Disabled	67	100.0	62.3	34.4	1.6	1.6	6.6	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	331	100.0	30.5	45.1	12.2	12.2	32.9		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	331	100.0	30.5	45.1	12.2	12.2	32.9		
Socio-Economic Status									
Subsidized meals	190	100.0	40.0	52.7	4.8	2.4	13.9	No	Yes
Full-pay meals	141	100.0	18.5	35.4	21.5	24.6	56.9		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	108	100.0	27.1	37.5	31.3	4.2	35.4
	Grade 4	112	99.1	26.7	48.5	20.8	4.0	24.8
	Grade 5	133	100.0	35.8	48.0	14.6	1.6	16.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	109	98.2	20.8	35.8	39.6	3.8	43.4
	Grade 4	105	100.0	23.0	44.0	29.0	4.0	33.0
	Grade 5	117	99.2	25.0	54.5	19.6	0.9	20.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	108	100.0	37.5	38.5	15.6	8.3	24.0
	Grade 4	112	100.0	25.2	39.8	19.4	15.5	35.0
	Grade 5	133	100.0	25.8	45.2	17.7	11.3	29.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	109	100.0	29.0	57.0	10.3	3.7	14.0
	Grade 4	105	100.0	35.0	38.0	11.0	16.0	27.0
	Grade 5	117	100.0	31.3	40.2	14.3	14.3	28.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 628)				
First graders who attended full-day kindergarten	78.0%	N/C	100.0%	100.0%
Retention rate	3.2%	Up from 1.9%	3.0%	2.7%
Attendance rate	96.1%	No change	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	12.8%		5.0%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	9.1%		3.6%	3.5%
Eligible for gifted and talented	18.9%	Down from 20.8%	15.1%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	11.0%	Down from 12.6%	9.3%	8.2%
Older than usual for grade	0.3%	No change	0.9%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.6%	Down from 0.8%	0.0%	0.0%

Teachers (n= 49)				
Teachers with advanced degrees	59.2%	Up from 52.1%	51.8%	51.4%
Continuing contract teachers	83.7%	Up from 83.3%	90.8%	87.5%
Highly qualified teachers**	90.0%	N/A	94.2%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	85.9%	Up from 78.7%	87.5%	86.7%
Teacher attendance rate	94.9%	Down from 95.8%	95.0%	94.9%
Average teacher salary	\$43,114	Up 5.8%	\$40,868	\$40,760
Prof. development days/teacher	7.7 days	Up from 7.1 days	12.4 days	12.4 days

School				
Principal's years at school	1.0	Down from 6.0	4.0	4.0
Student-teacher ratio in core subjects	17.9 to 1	Down from 19.9 to 1	19.1 to 1	18.9 to 1
Prime instructional time	90.4%	Down from 91.1%	90.2%	90.0%
Dollars spent per pupil*	\$5,564	Up 4.4%	\$5,896	\$6,044
Percent of expenditures for teacher salaries*	77.8%	Up from 76.1%	65.8%	65.9%
Opportunities in the arts	Good	Down from Excellent	Good	Good
Parents attending conferences	99.9%	Up from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	91.3%	92.0%
Highly qualified teachers in high poverty schools**	90.3%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Priorities at Meadowfield during 2003-2004 mirrored our five-year school improvement performance goals: increasing student achievement; building technology instruction; and developing collaborative partnerships between home, school, and community.

Student programs and activities designed to address our goals included School-Wide Writes, Authors' Teas, an Accelerated Reader Challenge, Math Solutions, Project Mind, an After School Remediation Program, PACT Goal Sessions, Principles of Learning instruction, and a Building Better Mustangs character education program. Our students were recognized for their achievement and accomplishment with Terrific Kids, Mustang Counts, Visual Literacy Competitions, Honor Roll, Science Fair, Student Council, Friendly Helpers, Morning News Broadcast, Recess Patrol, and Estimation Stations.

Teachers participated in monthly technology staff development sessions to increase technology integration across the curriculum, utilize software and equipment, and enhance technology proficiency. A student computer club assisted teachers with classroom web pages.

Collaborative partnerships continued with the Junior League's Smart Matters program, Veteran's Hospital Lunch Buddies, Fort Jackson Volunteers, Midlands Tech Tutors, Rolling Readers, University of South Carolina Professional Development School, CiCi's Family Pizza Nights, and PTO monthly programs.

The strength of Meadowfield is in a strong faculty and base of academically proficient students. Our students excel in an academic environment at Meadowfield, receiving school and district-wide awards for achievement. Our excellent faculty includes eight National Board Certified teachers. Twenty-six teachers serve as trained peer evaluators.

The primary challenges facing our school are to improve academic performance, raise test scores, increase student self discipline and strengthen and develop parent, community and neighborhood interaction and involvement. To address these challenges we will utilize traditional, effective teaching methods integrated with innovative techniques designed to help each child learn in a way that works for the individual student. We will continue to explore programs and training in student management and will implement a public relations initiative.

David Duncan, SIC Chairman and Paula Stephens, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	39	83	37
Percent satisfied with learning environment	78.9%	81.9%	82.9%
Percent satisfied with social and physical environment	81.6%	73.5%	88.6%
Percent satisfied with home-school relations	71.1%	92.7%	68.6%

*Only students at the highest elementary school grade level at this school and their parents were included.